DOCUMENT RESUME

ED 174 568 SP 013 904

TITLE	Hearing-Impaired Formal Inservice (HI-FI) Program. Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Mar 78
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Aurally Handicapped; Elementary Education; *Hard of Hearing; *Inservice Teacher Education; *Instructional Materials; *Mainstreaming; Validated Programs
IDENTIFIERS	Teaching Strategies

ABSTRACT

The described inservice teacher education program is designed for elementary school teachers who wish to develop skills in handling hearing impaired students who are mainstreamed into their classroom. The scope and sequencing of program topics is outlined. Activities and resources involved in the program are described. Ordering information for materials is provided, and a critique of the program is included. (JD)

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ED174568

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: HEARING-IMPAIRED FORMAL INSERVICE (HI-FI) PROGRAM

Publication Date(s): 1975

Intended Users: Classroom teachers and other school personnel involved in the management of hearing impaired children; also for parents, ancillary school personnel and non-academic personnel

Grade Level(s): Elementary

Number: Individual or group

Primary Focus: This product was developed to increase understanding, provide information and develop needed skills for teachers in public schools who will find that hearing impaired (H.I.) children are being mainstreamed into their classrooms.

School subject(s) and/or inservice topic(s) covered:

The inservice topic covered in these materials is related to classroom management and district management of the hearing impaired child who is to be mainstreamed into the public schools. The problems encountered by the hearing impaired child and the teacher in whose classroom he/she has been placed are covered, as well as the development of a better understanding of the problems of the hearing children and other personnel in the schools.

What participant does in using the materials: The users are free to develop a training program utilizing the product's excellent guidance and suggestions. An individual could use this product in consultation with trained personnel, or a group, working with a leader experienced in workshop presentation and having background in hearing impairment, can use the material. There could be discussion sessions based on the various topics suggested, viewing of a videotape and listening to an audiotape as part of a comprehensive orientation program.

Resources:

A comprehensive manual, which includes 21 transparency masters; a 12-minute videotape (½"); a 7-minute audiotape cassette comprise the program components. Required for program implementation are an overhead projector, videotape player, a cassette tape player, access to a thermal copy machine. The discussion leader/facilitator must have background in the education of the hearing-impaired, if this product is used in a group setting. Eight to ten hours are required for completion of this program.

Describer critique:

This is a good product designed to enlighten teachers in dealing with the problems of mainstreaming the hearing impaired, and educating hearing children to the pain their normal behavior patterns might inflict upon the handicapped students. This product would be most helpful both for the uninitiated and those having some background in dealing with the hearing impaired who are looking for further expertise.

SE43 hearing impairment - least restricted environment - - (SE) teaching strategies TR

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1.0 PURPOSES:

Rationale

The HI-FI program was designed to be used as the basis for inservice education for public school personnel faced with the task of mainstreaming hearing impaired children and to help such personnel in dealing with the most important problems and questions arising from the mainstreaming.

Goals

The hearing impaired child--who will now receive an education as close to the mainstream of public education as possible--may require special consideration in the planning and implementation of performance objectives. HI-FI was designed to enhance the positive adjustment of the hearing impaired child to the regular public school by providing a variety of information, resources, references, alternatives and creative ideas.

Objectives

Specific objectives are to enhance the ability of parents, teachers and other personnel involved in mainstreaming the hearing impaired child by providing as much information as possible on mainstreaming; hearing impairment; education of hearing impaired children in special schools and regular schools; and on resources available (books, films, state departments of education, special schools, organizations, and teaching resources).

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The program includes:

a. A comprehensive Manual which is divided into seven sections:

1. Introduction
2. Mainstreaming
3. Hearing Impairment
4. Education of the Hearing Impaired in Special Schools
5. Education of the Hearing Impaired in Regular Schools
6. Orientation
7. Resources

Also included are a glossary containing a chapter on Resources and transparency masters.

b. Transparency masters, some with overlays

c. 12-minute videotape (one-half inch)

d. 7-minute audiotape cassette.

Sequence

Materials are arranged in such a way as to enhance their sequential use. Yet, the HI-FI materials provide for great flexibility in presentation, based on the needs of the districts and the particular background and education of the personnel using these materials. There is some logic required in formulating a sequence. Obviously, the needs of the children will also determine how the program is sequenced.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The group (or the individual, as the case may be) uses the material(s) selected in one or several possible ways: 1) Information and orientation for teachers and families of hearing impaired children; 2) orientation directed to the hearing impaired children (regarding a "new" environment) which would involve viewing the videotape and talking to school personnel; 3) orientation and information for hearing children (viewing videotape, listening to cassette, discussion); 4) small group discussions for school population; 5) large group discussions by school personnel and segments of the community based on HI-FI materials and additional resources.

In a fairly formal inservice setting there would be four two-hour sessions or two four-hour sessions, or one all-day session could suffice.

3.2 Help given in use of product:

The Manual is very comprehensive and offers many possible ways in which it can be used. It is important that the leader have prior knowledge and understanding of problems encountered by the hearing impaired and the teachers of the hearing impaired. For individuals following the HI-FI program, access to a knowledgeable source of information is desirable. Specific suggestions for the workshop leader are offered.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are no tests or specific evaluation-of-learning mechanisms offered, though these could readily be developed by the users.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

In addition to the product materials and the eight to ten hours suggested for completing the program, the following equipment is needed:

1. overhead projector,
2. cassette tape player,
3. one-half inch videotape recorder unit (new format) with monitor (optional), and
4. access to a thermal copy machine necessary for making transparencies from masters.

5.2 Distributor name/address:

National Audiovisual Center
General Services Administration
Order Section/GG
Washington, D.C. 20409

Mr. John Showman or Reference Section
(202) 763-1896

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
HEARING IMPAIRED FORMAL INSERVICE (HI-FI) PROGRAM	$53	no	one	yes
A Manual (which includes):				
Set of 21 transparency masters				
12-minute ½" videotape				
7-minute audiotape cassette				

Components are not available separately.

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The material was developed at the former Northeast Regional Media Center for the Deaf (NRMCD), University of Massachusetts at Amherst by:

Linda Nober, Project Coordinator, NRMCD;
Shirley Alves, Graphic Artist, NRMCD;
Ann Clark, Tennessee School for the Deaf;
Sheila Helfjott, NRMCD;
Dulcie Hunt, Amherst Public Schools;
Stanley Patrie, NRMCD; and
Sharman Weiner, NRMCD.

Revisions were made by the National Center on Educational Media and Materials for the Handicapped (Ohio State University).

6.2 How developed and when:

As a result of the trend toward getting handicapped students out of special schools and into regular classrooms, the developers felt new materials were needed to increase the understanding of the tremendous handicap under which hearing impaired students operate and to help these students to integrate successfully into a regular school program. Their work began in 1974; revisions were made in 1975.

6.3 Evidence of effectiveness with users:

The material was extensively field tested by the original developer--Northeast Regional Media Center--(now no longer in existence) and subsequently by the National Center on Educational Media and Materials for the Handicapped, at the Ohio State University. The many suggestions received were incorporated in the first edition and the 1975 revision was prepared by the NCEMMH. The results from field testing were not made available to the describer.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The program is adequate and enables users to achieve the stated purpose. It could prove very helpful for teachers, parents, and hearing children to better understand the problems of the hearing impaired in the public school setting.

Because of its organization and the variety of related topics covered, this product is adaptable to a variety of situations and a diversity of users relative to dealing with the hearing impaired.

The technical quality of the materials is quite good. The manual is paperbound, the type clear and error free; the black-and-white illustrations adequate and pleasant. The video and audiotapes are also of good quality.

Content accuracy/social fairness/community acceptance issues:

Because the material deals with the integration and the acceptance of a handicapped group into the mainstream of society, it may be considered controversial by those who do not subscribe to the principle supporting mainstreaming. The position taken here is not one of supporting or rejecting mainstreaming, but rather it is a plea for understanding the problems encountered in the successful education of the hearing impaired. The information is well organized and seems to be accurate and well-founded. No ethnic or sex biases are apparent.

Overall summary/comment:

This is an excellent product designed to enlighten the people (parents, teachers, students) who find themselves in the actual position of having to deal with the hearing impaired in a public school setting. It covers many bases, supplies history and background material, offers a purpose for each subtopic covered, and deals with the problems which the teachers would encounter both with the hearing impaired children in the classroom and the hearing children who might not be aware of the implications of some of their normal behavior patterns. It offers suggestions for the workshop leaders as well as a great deal of information regarding additional resources. Both the uninitiated and those with some background will find this comprehensive product most helpful.

Lili Bermant - 3/7/78